

# **THE GREEN VALE SCHOOL**

## **NURSERY CURRICULUM**

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- SOCIAL/EMOTIONAL
- PHYSICAL
- LANGUAGE ARTS
- SOCIAL STUDIES
- SCIENCE
- MATHEMATICS
- ART/MUSIC

The nursery program is one in which each child is an active participant in his/her own learning. The foundation for this environment consists of a multitude of learning centers such as games and puzzles, dramatic play, blocking building, art, and sand/water play. Learning occurs through experiences in these areas. The children are encouraged to move freely and independently within the classroom as they make individual choices among many options. It is during this time that the children have the opportunity to build peer relationships. The social/emotional, physical, and cognitive components of our curriculum are interrelated and are visible throughout the nursery day.

- **SOCIAL/ EMOTIONAL**
  - Help develop good self-esteem
    - Praising child's paintings, buildings, and other accomplishments
  - Provide a safe, secure environment
    - Setting up classroom with age appropriate materials
    - Encouraging children to follow certain limitations to enforce classroom safety
  - Learn respect for others
    - Encouraging children to appreciate the work of others
    - Learning to take turns and share materials with other classmates
    - Helping children become aware of others feelings through teacher guidance
  - Learn self-control
    - Learning to sit for snack, group meeting, and story time
    - Encouraging children to remain focused during group meetings and story time
  - Develop self-confidence
    - Providing opportunities that are age appropriate and attainable by each child (for example: performing a classroom job, completing a puzzle or game)
  - Learn to express feelings in a positive way
    - Learning to verbalize feelings and express needs through teacher encouragement and modeling
  - Foster independence
    - Encouraging self-help skills
      - Dressing oneself by putting on jackets, sneakers, etc.
      - Taking care of one's bathroom needs
      - Serving oneself as well as cleaning up after oneself during snack
  - Learn to engage in cooperative play
    - Moving from parallel play to cooperative play
    - Working together to clean up materials when play is over
  - Encourage problem solving, decision making and negotiating
    - Learning to express one's thoughts and opinions by using words instead of "hands"

- **PHYSICAL**
  - Help children become spatially aware
    - Using playground equipment to climb, slide, and judge footing and balance
    - Learning to walk up and down steps and sit in one's own spot during group time

- Playing games such as Duck Duck Goose and participating in movement activities that involve body parts
  - Playing with blocks, doing puzzles, and drawing and painting on paper
- Develop large muscles
  - Using playground equipment (climbing, sliding, jumping, running, riding bikes)
  - Participating in movement activities such as running like different animals, stretching, marching with instruments
  - Engaging in circle games such as the Hokey Pokey, Duck Duck Goose, and the Farmer in the Dell
  - Painting at the easel
- Develop small muscles
  - Engaging in art activities such as drawing, cutting, painting, gluing, finger-painting and using playdough
  - Using manipulates such as puzzles, pegs, stringing beads, and sorting shapes
  - Building with blocks stacking, sorting, making roads and using accessories such as people, animals, cars, and furniture
  - Using the sand and water table with activities such as pouring, sifting, digging, and stirring
  - Engaging in dramatic play activities such as setting the table, dressing the babies, filling pocketbooks, and cooking dinner
  - Participating in rug time activities such as turning the pages of books, using rhythm sticks and other instruments, engaging in puppet and finger play
  - Partaking in other daily activities such as holding a friend's hand, pouring juice and passing the basket during snack
- Learn rules of safety
  - Learning to use the bathroom and then washing hands
  - Learning to wash hands before snack
  - Being reminded to use a tissue and then dispose of it properly
  - Being reminded to cover one's mouth when coughing
  - Taking food one touches during snack
  - Becoming aware of good nutritional foods through the encouragement of healthy snacks and healthy birthday party foods
  - Being reminded not to put classroom items in one's mouth such as plastic food, playdough, water from the water table
- Explore sensory experience
  - Exposing children to different activities involving the five senses (for example: tasting sweet, sour, salty, and bitter foods)
  - Engaging in cooking experiences and making playdough
  - Discussing the five senses when eating snack

- Exploring different textures of items in sand/water table:  
cornstarch (goop), cornmeal, buttons, silly putty
- Develop eye/hand coordination
  - Using manipulatives such as puzzles, Legos, pegs, beads, and blocks
  - Engaging in art activities such as painting, drawing, and cutting
  - Working at the sand/water table (pouring, sifting)
- Develop left/right coordination
  - Using manipulatives involving patterns
  - Following flannel boards stories and looking at books
  - Dressing oneself (mittens, sneakers)
  - Writing child's name on left side of his/her work
- Develop self-confidence in physical tasks
  - Using the playground equipment as a means to encourage risk taking
  - Learning to climb and balance on apparatus such as the monkey bars, rock wall, and balance beams.
  - Learning to peddle bicycles
  - Catching and throwing balls
  - Pumping on the swings
- Develop directionality
  - Using position words when going from one part of the school to another, sitting on the rug, and at the snack table
    - In front of, next to, behind
  - Using manipulatives such as puzzles: "Try that piece next to..."
- Develop self-help skills
  - Encouraging a child to dress himself
  - Using bathroom facilities independently
  - Pouring own water or milk and serving oneself during snack
  - Performing a weekly job such as passing out cups, reporting the weather, etc.

- **LANGUAGE ARTS**

- Visual discrimination
  - Having pictures of objects around the room to evoke child's interest and conversation
  - Recognizing colors
  - Beginning to identify shapes
  - Recognizing his/her own name as well as names of other children in the class
  - Differentiating between numbers and letters
- Increasing visual ability
  - Looking at pictures in a book while listening to the same story on a tape or CD

- Viewing movies
  - Playing games- “What’s missing?”
- Motor and eye-hand coordination
  - Acting out with a record or CD
    - “Sammy”- pretending to be different animals
    - Movement activities using beanbags
  - Engaging in games and activities dealing with the location of body parts and space awareness
  - Doing finger plays
  - Using puppets
  - Participating in art activities that increase fine-motor skills
  - Engaging in table games, small manipulatives, and puzzles
  - Using playground and gymnasium equipment
- Sequencing
  - Having children re-tell a story by looking at pictures in the book
  - Using flannel board stories
  - Dramatizing stories
  - Writing experience stories and labeling pictures for
    - our color books
    - our class trips
    - our nature walks
    - our cooking experiences
- Awareness of printed words
  - Listening to books
  - Leaving books on shelf for children to look at by themselves
  - Writing experience stories and labeling pictures for
    - our color books
    - our class trips
    - our nature walks
    - our cooking experiences
  - Labeling artwork and use of helper chart to motivate name recognition
- Auditory perception
  - Looking at pictures in a book while listening to the same story on tape or CD
  - Using instruments
    - Following music and tone
  - Learning to imitate rhythms
- Listening skills and comprehension
  - Listening to stories
    - Follow-up questions
    - Have children re-tell the story
    - Provide opportunities for anticipating an outcome
  - Using flannel board stories

- Dramatizing a story
  - Watching movies
  - Listening to a story on a tape recorder or CD
  - Writing experience stories
- Develop verbal expression
  - Asking follow-up questions to a story
  - Allowing children to use flannel board to tell a story
  - Reciting finger plays
  - Singing songs
  - Writing experience stories
  - Using puppets
  - Asking child description of their art work
  - Helping children learn to verbalize emotions and needs
    - “Tell Paul how you feel”
    - “You are feeling angry because...”
  - Having pictures around the room to evoke child’s interest and conversation
- Increase depth of experiential background
  - Viewing movies
  - Making books for child’s viewing
  - Writing experience stories after trips, nature walks, cooking, etc.
- Visual perception
  - Having pictures around room
  - Doing graphs (our families, our eye color, our favorite foods, etc.)
- Build ability to follow directions
  - Acting appropriately during daily transitions and group times
  - Acting out according to directions on a record or CD
  - Playing games according to rules
- Develop knowledge of alphabet
  - Beginning to do activities with the children’s names
    - Recognition: finding their cubby, choosing class helpers, determining which paper is theirs
  - Including child’s name and description on their work

- **SOCIAL STUDIES**

- Communication
  - Having group discussions
  - Participating in dramatic play
  - Relating experiences
  - Telling a story
  - Using the family corner telephone, walkie talkie, and cell phone
- Safety and Health Awareness
  - Discussing and observing safety rules in the classroom, on the playground, going to and from school

- Hearing stories about safety
  - Having discussions about community helpers (firefighters, mail carriers, doctors)
  - Becoming aware of general health habits
  - Using and caring for toys and materials appropriately
  - Taking care of clothing (using smocks)
  - Putting materials away during clean-up time
  - Turning out lights, turning off water, flushing toilet
  - Taking part in fire drills
- Classroom organization
  - Recognizing the guidance and leadership of the teacher(s), upper grade level helpers, other adults, older children, school nurse
  - Having class helpers
  - Being responsible for putting materials in the proper place
  - Becoming aware of class rules
- Social studies units
  - Learning “All About Me”
  - Learning “All About My Family”
  - Holidays
- SCIENCE
  - Water play
    - Floating and sinking
    - Blowing bubbles
    - Learning about the concept of volume
      - Using different sizes and shapes containers
  - Scales, magnifying glasses, magnets, color paddles, binoculars
    - Experimenting with their uses
  - Cooking
    - Becoming aware of the properties of food
    - Discovering changes in properties
    - Learning measurement
    - Using the five senses
    - Learning recipes (playdough, silly putty)
  - Seasons
    - Nature walk
      - Discovering the changes in plant life
      - Discovering changes in animal life
      - Noting changes in our clothing
    - Weather
      - Reporting daily weather conditions
      - Discussing changes in water
      - Doing experiments dealing with various temperatures

- Learning proper weather terms (meteorologist, foggy, cloudy, sunny, etc.)
- o Colors
  - Recognizing and beginning to identify
  - Mixing
  - Using games, songs, and books to increase knowledge
  - Writing our own color books
- o Living things
  - Plant life
    - Collecting seeds from fruit
    - Plant seeds and growing grass
    - Caring for plants
- o The five senses
  - Engaging in tactile experiences with materials of different textures (hard, soft, smooth, rough)
  - Smelling various aromas
  - Tasting sweet, sour, salty, and bitter foods
  - Exploring our environment with our eyes
  - Hearing sounds in our environment
- o Enrichment
  - Visit from outreach programs
    - Petting Zoo (farm animals)
    - Bubble factory from Long Island Children's Museum
    - Pet Den (exotic animals)
- **MATHEMATICS**
  - o Classification
    - Sorting
      - Putting away blocks and other classroom materials during clean up time; sorting jewelry, dishes; sorting art materials
      - Sorting boxes
      - Sorting objects according to shape, size, color, weight, length, function, similarities and differences
    - Matching
      - Matching objects with paper replicas or pictures
      - Playing lotto games
      - Matching children with photographs
  - o Seriation
    - Using stacking rings, nesting boxes, seriation blocks
    - Placing objects in descending order according to size, weight, length

- Having discussions involving small and large, light and heavy, short and long, low and high, etc.
  - Building experiences in the block corner (making buildings taller, roads longer, etc.)
  - Participating in body movement experiences (fast and slow, loud and quiet, tall and short, up and down)
  - Sequencing
    - Stringing beads by following a printed pattern
    - Lining up children (stand behind, stand next to)
    - Learning the routine of the day (for example, snack comes after clean up)
- Space
  - Becoming aware of classroom boundaries:
    - learning to share space
    - respecting the personal space of others
    - keeping within work area boundaries.
  - Learning about parts of a whole: puzzles, collages, mosaic, tearing, and gluing
  - Partaking in block corner experiences (place block above, below, next to, etc.)
  - Using playground equipment (climb up, slide down, crawl under, over, through, etc.)
  - Engaging in activities involving directionality (coming here, going there, lining up, Hokey Pokey)
  - Discovering one-to-one correspondence (pegs and peg holes, one child to each chair, attendance taking, passing out snack)
  - Learning shapes: circle, square, triangle, rectangle
    - Playing games such as shape bingo
  - Becoming familiar with quantity and volume: cooking, sand and water play, making playdough
- Counting
  - Taking attendance
  - Doing finger plays (5 Little Pumpkins, 5 Little Ducks, 10 Little Fingers)
  - Counting objects: blocks, pegs, seeds, beads, snack “Take four crackers”
- Measurement
  - Partaking in cooking experiences
  - Engaging in sand and water play (pouring, sifting, filling, emptying)
  - Building with blocks (taller, longer, etc.)
- **ART/MUSIC**
  - Enhancing aesthetic awareness and appreciation

- Promoting creative expression
  - Experimenting with various art materials
  - Participating in movement activities
  - Playing musical instruments
- Broadening the realm of experience through the use of different media
  - Watching a play
  - Reading books
  - Listening to music
  - Using musical instruments